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ABSTRACT

A planning model is presented which was used throughout the development of state and local and vocational guidance models and plans for West Virginia. The general planning model upon which the state model is based is also included. The planning model used is outlined in eighteen steps: (1) identify the problem; (2) decision makers awareness; (3) assign resources; (4) identify and involve community task force members; (5) identify and review information; (6) develop and/or select needs assessment instrument and processes; (7) conduct needs assessment; (8) analysis of assessment data; (9) analysis of resources such as staff, materials and facilities; (10) establish goals; (11) establish objectives; (12) develop a comprehensive model plan; (13) develop a feasible plan based on priority needs and obtainable resources; (14) obtain approval for field testing for purposes of evaluation and revision; (15) implement on a limited basis; (16) evaluation; (17) revision; and (18) submit for final approval. An explanation is provided on the application of the adapted planning model for development of a career and vocational guidance model. Planning model resource material is presented in the appendix. (LRA)

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A PLANNING MODEL FOR THE FORMULATION OF STATE AND LOCAL CAREER AND VOCATIONAL GUIDANCE PLANS

Prepared for:

The West Virginia Department of Education

January 1979

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

The groundwork for this phase of the project was the responsibility of the project coordinator. Extensive review of existing planning models and the preparation of several draft outlines submitted to the project task force for inspection culminated in an acceptable and functional model. This document was built upon that foundation developed by the efforts of the project coordinator and task force team.

The plan calls for the complete process to progress through 18 separate steps before obtaining final approval. Completion of all of the recommended steps was not planned as part of this project. This project will terminate at step 14, which is obtaining approval for field testing for evaluative and revision purposes. However, the model plans and feasible State and local plans, the expected products of this project, were prepared and readied for implementation. Time and financial limitations were barriers to completing all stages of this planning model.

THE GENERAL PLANNING MODEL

The general planning model which appears on the following pages was developed for two expressed purposes:

1. Provide a systematic process of working through this particular project.
2. Provide a model which may serve as a reference for other planners.

In order to present the general model and clarify its incorporation, two separate models appear in this document. The general planning model was developed to provide guidance and assist in directing the project staffs' energies. This general planning model served as the outline for the adapted planning model used throughout the development of the career and vocational guidance models and plans. The general planning model is the model that would best serve as a reference for other planners. The necessary stages are relatively the same for both the general and adapted planning models; however, the general planning model allows for substitution of a variety of agencies or personnel in those sections identified as management and field. Consequently, development and use of the general planning model for an educational study will not limit the general planning model only to one specific area of inquiry. Further, many of the stages and processes of the general planning model are common to any number of current problem solving techniques incorporated in non-educational studies.

While those responsible for the development of the general planning model, the project coordinator and task force, are convinced of its

functionality to non-educational areas, their application of the general planning model in the area of career and vocational guidance is documented in the adapted planning model which also appears in this treatise. In the adapted planning model, the particular agencies and personnel who contributed to the study are listed and performed those functions suggested by the general planning model. Completion of the assigned task was greatly enhanced because of the availability of a preconceived process of working through the problem.

Although this particular study was not designed to complete the task through all 18 stages, the state and local model and feasible plans were prepared for implementation on a limited basis, stage 14. Having worked extensively with the general planning model throughout this process, conclusions were drawn which identified the strength of the general planning model as being the inclusion of all personnel and agencies responsible for subsequent implementation procedures in the process of development as well. This, in effect, helped to circumvent numerous difficulties when the goals and objectives were established and the process of checks and balances evolved which provided continuous communication between managerial and field level personnel.

In summary, the general planning model served as the process guideline out of which grew the more specific adapted planning model. Similar educational studies may desire to work with the adapted planning model but the general planning model is better suited for application to a greater variety of topics outside of the educational sphere. Existing models which provided developmental information for the general planning model may be inspected by referring to the appendix.

GENERAL PLANNING MODEL

PERSONNEL AND FUNCTION

STAGE		MANAGEMENT PERSONNEL	FIELD PERSONNEL
1	IDENTIFICATION OF PROBLEM	STUDY GROUP OUTSIDE CONSULTANTS INTERNAL COMMITTEE	EMPLOYEE SUGGESTIONS CLIENT RECOMMENDATIONS
2	DECISION MAKERS AWARENESS	DEPARTMENT CHAIRPERSONS COMMISSIONERS SUPERINTENDENTS PRESIDENT MANAGERS	FLOOR SUPERVISORS CREW CHIEFS EMPLOYEE COMMITTEE COUNCIL MEMBERS REPRESENTATIVES
3	COMMITTMENT TO DEVELOPMENT OF A PLAN OR STRATEGY	REASSIGN PERSONNEL HIRE NEW PERSONNEL REQUISITION FUNDS APPOINT PROJECT COORDINATOR FORM ADVISORY COMMITTEE	PROVIDE INPUT FOR MANAGEMENT
4	ORGANIZE TASK FORCE	DEPARTMENT CHAIRPERSONS OR ASSISTANTS MANAGERS SUPERVISORY PERSONNEL	FLOOR SUPERVISORS CREW CHIEFS EMPLOYEE REPRESENTATIVE CLIENT REPRESENTATIVES
5	IDENTIFY AND REVIEW BACKGROUND INFORMATION	PROJECT COORDINATOR AND TASK FORCE MEMBERS	MEMBERS OF TASK FORCE WITH INPUT FROM OTHER FIELD PERSONNEL
6	DEVELOP AND/OR SELECT NEEDS ASSESSMENT INSTRUMENTS AND PROCESSES	PROJECT STAFF AND TASK FORCE MEMBERS	FLOOR SUPERVISORS TASK FORCE MEMBERS CREW CHEIFS

		MANAGEMENT PERSONNEL	FIELD PERSONNEL
7	CONDUCT ASSESSMENT OF PROBLEM 1. AREA OF PROBLEM 2. IMPACT OF PROBLEM 3. PERSONS AFFECTED BY PROBLEM 4. CAPABILITY OF SOLVING WITH PRESENT RESOURCES	PROJECT COORDINATOR TASK FORCE MEMBERS PROJECT COMMITTEE: SELECT APPROPRIATE METHOD OF DATA COLLECTION AND RELATIVE INFORMATION SOURCES	PROVIDE INFORMATION AND REACT TO SUGGESTED METHODS OF DATA COLLECTION
8	ANALYSIS OF COLLECTED DATA	PROJECT STAFF AND TASK FORCE PERFORM ANALYSIS WITH REPORTS OF FINDINGS TO OTHER INVOLVED MANAGEMENT PERSONNEL	FIELD REPRESENTATIVES AND SUPERVISORS REACT TO FINDINGS
9	ANALYSIS OF RESOURCES	PROJECT STAFF AND TASK FORCE COMPARE WHAT NEEDS TO BE ALLOCATED TO RECTIFY SITUATION AS DETERMINED FROM COLLECTED DATA	FIELD REPRESENTATIVES AND SUPERVISORS PROVIDE INPUT AS TO AVAILIBILITY OR EXISTENCE OR RESOURCES
10	ESTABLISHMENT OF GOALS	PROJECT STAFF DETERMINE APPROPRIATE GOALS TASK FORCE MAKES RECOMMENDATIONS AND PROVIDES INPUT	FIELD REPRESENTATIVES AND SUPERVISORS SUBMIT THEIR PERCEPTION OF NECESSARY GOALS
11	ESTABLISHMENT OF OBJECTIVES 1. SERVICE RECIPIENT PERFORMANCE 2. PROGRAM PROGRESS OBJECTIVES	PROJECT STAFF AND TASK FORCE DEVELOP OBJECTIVES TO ATTAIN STATED GOALS	FIELD REPRESENTATIVES AND SUPERVISORS REACT TO OBJECTIVES AND SUBMIT ALTERNATIVE LIST FOR CONSIDERATION

		MANAGEMENT PERSONNEL	FIELD PERSONNEL
12	DEVELOPING A COMPREHENSIVE MODEL PLAN	PROJECT STAFF AND TASK FORCE FORMULATE IDEAL PLAN IN WHICH ALL GOALS AND OBJECTIVES ARE MET - NO RESTRAINT ON AVAILABLE RESOURCES	FIELD PERSONNEL REACT TO IDEAL PLAN
13	DEVELOP A FEASIBLE PLAN AFTER PRIORLIZATION OF NEEDS AND OBTAINABLE RESOURCES	PROJECT STAFF AND TASK FORCE WITH INPUT FROM MANAGEMENT PRIORITIZE NEEDS AND RESOURCES: FROM THIS EVOLVES IMPLEMENTABLE PLANS AND STRATEGIES	FIELD REPRESENTATIVES AND SUPERVISORS REACT TO PLAN
14	SUBMISSION OF PLAN FOR TENTATIVE APPROVAL	PRESENTATION OF PLAN TO DEPARTMENT CHAIRPERSONS COMMISSIONERS SUPERINTENDENTS MANAGERS	CREW CHIEFS FLOOR SUPERVISORS FIELD REPRESENTATIVES ARE PRESENTED THE PLAN
15	IMPLEMENTATION ON LIMITED BASIS	PROVIDES DIRECTIVES FOR TESTING OF PLAN AND ESTABLISHING POLICY	TAILOR APPROVED PLAN TO SPECIFIC INTERESTS AND NEEDS
16	EVALUATION	PROJECT STAFF TASK FORCE OUTSIDE CONSULTANTS	FIELD REPRESENTATIVES AND SUPERVISORS REPORT TO MANAGEMENT AS TO THE APPLICABILITY AND SUCCESS OF PLAN

17	REVISION	- - - - MANAGEMENT PERSONNEL - - - -	FIELD PERSONNEL - - -
		PROJECT STAFF TASK FORCE OUTSIDE CONSULTANTS MAKE REVISIONS	FIELD REPRESENTATIVES AND SUPERVISORS REVIEW REVISED PLAN
18	SUBMIT FOR FINAL APPROVAL	- - - - MANAGEMENT PERSONNEL - - - -	FIELD PERSONNEL - - -
		REVISED PLAN SUBMITTED TO APPROPRIATE MANAGEMENT PERSONNEL FOR REVIEW AND APPROVAL	CREW CHIEFS AND SUPERVISORS REVIEW FINAL MODEL WITH MANAGEMENT

ADAPTATION OF THE GENERAL PLANNING MODEL

The planning model used in the development of the career and vocational guidance models was an adaptation of the general planning model. This adapted planning model identified the personnel and agencies which were to assume the positions and functions delineated under the management and field personnel components of the general planning model. In this particular project, these positions were staffed by educational, rehabilitation, and employment security representatives.

Management level personnel included the appropriate branches of the Department of Education, in this instance the Bureau of Vocational, Technical and Adult Education, the Division of Student Support Systems and the Research Coordinating Unit. Those persons responsible for the operation of these divisions assumed control of the project and began identifying additional agency directors that could provide assistance and management skills. These State department directors were contacted and representatives were chosen and assigned to the management body.

The managing team then identified those field personnel, in this instance, county educational and rehabilitation directors and school representatives, who were in a position to direct local operations. Persons from the local level were identified by the field personnel directors to become task force members. The task force was expected to assist with the management of the project and to provide information regarding local concerns. The task force members functioned at both levels throughout the project.

Except for the task force members, who served as the liason between the State and local personnel factions, the general planning model called

for the local personnel to provide information to the State personnel from which would evolve a model plan. This coordinated effort was perceived to be a result of the structure of the general planning model. The following adaptation of the general planning model was incorporated throughout this particular study and further explanation of the application may be found after the presentation of the adapted planning model.

ADAPTED

PLANNING MODEL

COMMUNITY CAREER AND VOCATIONAL GUIDANCE AND COUNSELING PROJECT

1.	IDENTIFICATION OF PROBLEM	STATE	LOCAL/REGIONAL
		BUREAU OF VOCATIONAL EDUCATION DIVISION OF STUDENT SUPPORT SYSTEMS RESEARCH COORDINATING UNIT	COUNSELORS STUDENTS COMMUNITY RESIDENTS
2	DECISION MAKERS AWARENESS	STATE	LOCAL/REGIONAL
		STATE BOARD OF EDUCATION STATE DEPARTMENT OF EDUCATION DEPARTMENT OF VOCATIONAL REHABILITATION DEPARTMENT OF EMPLOYMENT SECURITY SOCIAL SERVICE AGENCIES	SUPERINTENDENT BOARD OF EDUCATION DIVISION OF VOCATIONAL REHABILITATION DEPARTMENT OF EMPLOYMENT SECURITY SOCIAL SERVICE AGENCIES COUNTY VOCATIONAL DIRECTOR COUNTY GUIDANCE DIRECTOR COUNTY GUIDANCE CONTACT PERSON COLLEGE PLACEMENT DIRECTOR COUNSELING DIRECTOR COUNSELOR EDUCATORS
3	COMMITMENT TO THE DEVELOPMENT OF A STATE AND LOCAL PLAN - ASSIGNING RESOURCES	STATE	LOCAL/REGIONAL
		REASSIGN PERSONNEL HIRE NEW PERSONNEL EXTENDED SERVICE OR EMPLOYMENT PARAPROFESSIONALS	SAME AS STATE TECHNICAL STEERING COMMITTEE ADVISORY COMMITTEE

4	IDENTIFY AND INVOLVE COMMUNITY TASK FORCE MEMBERS	STATE 1. SUPERINTENDENT AND BOARD APPROVES SELECTION 2. SUPERINTENDENT AND BOARD APPOINTS MEMBERS 3. PROJECT STAFF GATHERS NAMES FROM VARIOUS PEOPLE WORKING CLOSELY WITH APPROPRIATE PERSONNEL AND SELECTS FROM THESE NAMES INSURING EQUAL GEOGRAPHIC AND DEMOGRAPHIC REPRESENTATION 4. RELATED STATE AGENCIES EMPLOYMENT SECURITY VOCATIONAL REHABILITATION BOARD OF REGENTS	or LOCAL/REGIONAL COUNTY GUIDANCE DIRECTOR VOCATIONAL TECHNICAL DIRECTORS COUNSELORS VOCATIONAL REHABILITATION DIRECTOR EMPLOYMENT SECURITY COORDINATORS COLLEGE DEPARTMENT CHAIRPERSONS IDENTIFY PERSONS FOR TASK FORCE PARTICIPATION
5	INDEPTH ANALYSIS IDENTIFY AND REVIEW INFORMATION	STATE PROJECT STAFF COMPLETES TASK WITH TASK FORCE INPUT	or LOCAL/REGIONAL COUNTY GUIDANCE DIRECTORS COUNSELORS TASK FORCE MEMBERS APPROPRIATE LOCAL DATA COUNTY VOCATIONAL DIRECTORS PROVIDE RELATED INFORMATION
6	DEVELOP AND/OR SELECT NEEDS ASSESSMENT INSTRUMENT AND PROCESSES	STATE PROJECT STAFF TASK FORCE	or LOCAL/REGIONAL TASK FORCE MEMBERS COUNSELORS GUIDANCE DIRECTORS VOCATIONAL TECHNICAL DIRECTORS VOCATIONAL REHABILITATION DIRECTORS EMPLOYMENT SECURITY DIRECTORS COLLEGE REPRESENTATIVES

7	CONDUCT NEEDS ASSESSMENT	- - - - STATE - - - - or	- - - - LOCAL/REGIONAL - - - -
	1. PROGRAM 2. CLIENT 3. RESOURCES	PROJECT STAFF AND TASK FORCE: 1. IDENTIFY SURVEY POPULATION 2. IDENTIFY EXISTING CAREER OR VOCATIONAL GUIDANCE SERVICES	COUNTY GUIDANCE DIRECTOR AND ADVISORY COMMITTEE: 1. IDENTIFY POPULATION 2. IDENTIFY EXISTING CAREER OR VOCATIONAL GUIDANCE SERVICES
8	ANALYSIS OF ASSESSMENT DATA FROM STUDENTS, PARENTS, COUNSELORS, EMPLOYERS, OUT OF SCHOOL YOUTH AND ADULT, POST SECONDARY STUDENTS, VOCATIONAL REHABILITATION COUNSELORS, ADMINISTRATORS AND TEACHERS, VOCATIONAL REHABILITATION ADMINISTRATORS, COUNSELOR EDUCATORS	- - - - STATE - - - - or	- - - - LOCAL/REGIONAL - - - -
		PROJECT STAFF WITH HELP FROM TASK FORCE ANALYSIS DATA IDENTIFIES PRIORITIES	COUNTY GUIDANCE DIRECTOR WITH HELP FROM ADVISORY COMMITTEE ESTABLISHES PRIORITIES EMPLOYMENT SECURITY DIRECTORS VOCATIONAL TECHNICAL DIRECTOR VOCATIONAL REHABILITATION DIRECTOR COUNSELORS
9	ANALYSIS OF RESOURCES i.e. STAFF, MATERIALS AND FACILITIES	- - - - STATE - - - - or	- - - - LOCAL/REGIONAL - - - -
		PROJECT STAFF AND TASK FORCE ANALYZE DATA AND RESOURCES RELATED BY ASSESSMENT DATA	COUNTY GUIDANCE DIRECTOR AND ADVISORY COMMITTEE ANALYZE AND SYNTHESIZE LOCAL DATA AND COMMUNITY RESOURCES

10	ESTABLISHMENT OF GOALS	STATE	or LOCAL/REGIONAL
		PROJECT STAFF AND TASK FORCE IDENTIFY GAPS BETWEEN WHAT IS AND WHAT NEEDS TO BE ACCOMPLISHED	COUNTY GUIDANCE DIRECTOR AND ADVISORY COMMITTEE IDENTIFY GAPS
11	ESTABLISHMENT OF OBJECTIVES 1. PROGRAM ORGANIZATION AND MANAGEMENT 2. PROVISION OF SERVICES	STATE	or LOCAL/REGIONAL
		PROJECT STAFF AND TASK FORCE	COUNTY GUIDANCE DIRECTOR WITH INPUT FROM ADVISORY COMMITTEE
12	DEVELOPING A COMPREHENSIVE MODEL PLAN	STATE	or LOCAL/REGIONAL
		PROJECT STAFF AND TASK FORCE DEVELOPS STRATEGIES AND PROGRAMS FOR IMPLEMENTATION STAFFING PATTERNS AND QUALIFICATIONS	COUNTY GUIDANCE DIRECTOR AND ADVISORY COMMITTEE REVIEW APPROPRIATE STATE AND LOCAL DATA FOR SEVERAL STRATEGIES, STAFFING PATTERNS, AND QUALIFICATIONS
13	DEVELOPMENT OF A FEASIBLE PLAN BASED ON PRIORITY NEEDS AND OBTAINABLE RESOURCES	STATE	or LOCAL/REGIONAL
		PROJECT STAFF AND TASK FORCE PUT PROGRAMS AND STRATEGIES IN PRIORITY UPON CONSIDERATION OF RESOURCES AND DETERMINE WHAT IS A WORKABLE PLAN	COUNTY GUIDANCE DIRECTOR AND ADVISORY COMMITTEE PUT PROGRAMS AND STRATEGIES IN PRIORITY STUDIES MODEL PLAN AND CONSIDERS RESOURCES TO DETERMINE A FEASIBLE PLAN

14	OBTAINING APPROVAL FOR FIELD TESTING FOR PURPOSES OF EVALUATION AND REVISION	- - - - STATE - - - - or - - - - LOCAL/REGIONAL - - - -	
		PROJECT STAFF TASK FORCE MEMBERS STATE BOARD OF EDUCATION STATE DEPARTMENT OF EDUCATION DEPARTMENT OF VOCATIONAL REHABILITATION DEPARTMENT OF EMPLOYMENT SECURITY STATE SOCIAL SERVICE AGENCIES IN & OUT OF STATE CONSULTANTS	SUPERINTENDENT BOARD OF EDUCATION ADVISORY COMMITTEE
15	IMPLEMENTATION ON LIMITED BASIS	- - - STATE - - - - or - - - - LOCAL/REGIONAL - - - -	
		STATE BOARD OF EDUCATION IMPLEMENTS POLICY OR DESIGNATES FUNDS FOR LOCAL ADOPTION	SUPERINTENDENT COUNTY BOARD OF EDUCATION STUDIES STATE PLAN AND DEVELOPS A PLAN ORIENTED TOWARDS LOCAL NEEDS COUNTY GUIDANCE DIRECTOR SCHOOL PRINCIPALS AND DIRECTORS SCHOOL COUNSELORS EMPLOYMENT SECURITY ADMINISTRATORS EMPLOYMENT SECURITY COUNSELORS VOCATIONAL REHABILITATION ADMINISTRATORS VOCATIONAL REHABILITATION COUNSELORS FEDERAL PROGRAM COUNSELORS
16	EVALUATION	- - - - STATE - - - - or - - - - LOCAL/REGIONAL - - - -	
		PROJECT DIRECTORS AND TASK FORCE EVALUATE PLAN	COMMUNITY ADVISORY COMMITTEE REVIEWS EVALUATION BY STAFF AND TASK FORCE

17	REVISION	- - - - STATE - - - - or - - - -	LOCAL/REGIONAL - - - -
		PROJECT DIRECTORS AND TASK FORCE REVISED MODEL	COMMUNITY ADVISORY COMMITTEE REVIEWS REVISION
18	SUBMISSION FOR FINAL APPROVAL	- - - - STATE - - - - or - - - -	LOCAL/REGIONAL - - - -
		STATE BOARD OF EDUCATION	COUNTY BCARD OF EDUCATION COMMUNITY ADVISORY COMMITTEE PARTICIPATING EDUCATIONAL AND EMPLOYMENT SECURITY, VOCATIONAL REHABILITATION COMMUNITY SERVICE AGENCIES

APPLICATION OF THE ADAPTED PLANNING MODEL FOR

DEVELOPMENT OF A CAREER AND VOCATIONAL GUIDANCE MODEL

The adapted planning model was incorporated throughout the development of all state and local model and feasible plans for career and vocational guidance. The Bureau of Vocational, Technical, and Adult Education, the Division of Special Education and Student Support Systems, and the Research Coordinating Unit, included within the West Virginia Department of Education, worked cooperatively to address the problem of the lack of a State plan for career and vocational guidance. In order to attempt to correct this deficiency, a grant proposal was written and submitted to the Federal government with the intention of obtaining funding to assess the need of such a plan and, if necessary, develop a model. Receipt of the grant enabled the hiring of a project coordinator to conduct the study and formulate the required planning state and local models.

The completion of the initial three stages enabled the project to enter stage four, the selection and formulation of the task force members, who together with the project coordinator and staff, were responsible for the production of the final products. The working relationship established between the project staff and task force was as follows:

A. Project coordinator and staff developed materials.

B. Project coordinator and staff prepared materials for presentation to task force.

C. Task force members reviewed materials individually and as a group.

D. Task force members suggested revisions.

E. Project coordinator and staff reworked materials incorporating revisions.

F. Project coordinator and staff resubmitted materials to task force for inspection and either

a. Approval of the materials (proceed to next step)

b. Rejection of the materials (new materials developed, process repeated)

This process was incorporated not only for the guidance model plans but also in the development of the planning model. Once the general planning model was developed and approved, the talents and resources of the project participants focused on the formulation of the various state and local model plans.

One of the initial tasks of this group was to react and critique numerous existing needs assessment instruments. Interaction between the project coordinator, Department of Education representatives and the task force led to the review, adaptation, development and approval of the necessary needs assessment instruments.

While the materials were being selected, preparation for data collection was initiated. The process outlined in the grant proposal was submitted to and approved by the task force members. The process called for the distribution of materials to the counties and schools through the use of the county guidance directors or contact persons. Mailings were used to obtain information from first year college students, counselor educators, and vocational rehabilitation administrators. The county representatives and school counselors selected and surveyed the other participatns who were students, parents, counselors, vocational education teachers, administrators, out of school youth, adults and employers.

The analysis of data began after all responses were received by the project coordinator. The data were keypunched onto cards and scored by

computer. Data analysis was conducted by the project staff. Again, these data were submitted to the task force for inspection and reaction before the next stage of the adapted planning model was begun. This was necessary because the analysis of resources was highly dependent upon the findings obtained from the needs assessment. Without this information the project coordinator, staff and task force had no guidelines as to what the perceived needs and competencies were and how to best meet the needs and improve or develop necessary skills related to the delivery of desirable services.

After the analysis of data and resources was completed, the project task force was charged with establishment of goals. These were developed by the project staff after input from the task force on the assessment data was received. The goals were matched with objectives and again, the task force reacted to these pairings. The importance of this step was significant because from the accepted goals and objectives evolved the basic structure of the comprehensive model plan. The plan was to be ideal in that the contents stated what should exist if the identified needs were to be satisfactorily met. Included were role definitions for counselors, the interaction between school and community agencies, allocation of resources, necessary personnel and facilities, cost estimates and a suggested time line. An anticipated benefits section compared the present system and services with the ideal system and services. Again, the task force had opportunity to critique the state model before it was adopted to serve as the guideline for the next stage of this planning sequence, the development of a feasible state plan.

The generated feasible state plan concentrated on addressing those high priority needs established via the needs assessment and the resources which

were allocated at this time to satisfy these needs. The focus changed from what should be given all necessary components - time, money, personnel, facilities - to what was realistically expected considering what presently exists or can be acquired. The role of the task force in this instance was to provide information as to existing resources and their availability to meet the expressed and prioritized needs. Again, approval triggered the next phase which was the recommendation stage.

The approved state plans, both model and feasible, were then submitted to the state and local agencies which provided necessary services in order to meet stated objectives. Task force members, representing these agencies throughout this development process, were expected to assist in the presentations and discussions of the models and clarification of problems. The project coordinator and staff were available to provide support and intervene when necessary. However, the approval of the delivered products by these agencies was imperative since the responsibility to implement the developed products was theirs. Their approval assured a smooth transition into the implementation stage of this project.

For all intents and purposes, this project terminated at the completion of stage 14. However, the adapted planning model provided process guidelines through the final approval stage. The steps leading to this approval were the implementation, evaluation, revision and submission for the approval and adoption of the plan.

The implementation stage was the pilot stage in which the feasible plan was incorporated in selected counties and scrutinized. This step was necessary so that the plan may indeed be realistic and implementable.

Evaluation of the models occured during the implementation stage. Input from those associated with the delivery of suggested services provided the information necessary to identify the problems and assist in the development of strategies to overcome these difficulties. The evaluative sessions were recommended on a quarterly basis so that ample time was permitted to perform the necessary observations and judge the effectiveness of the plan.

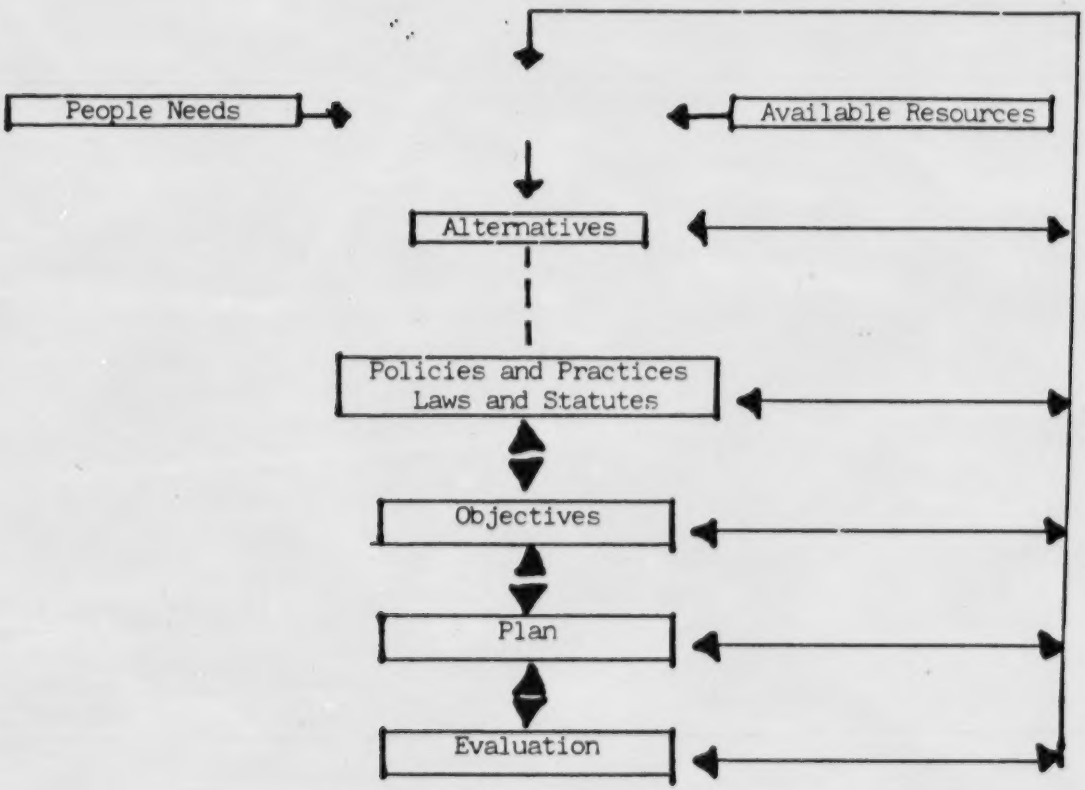
Those areas identified as problem or inadequate areas were to be reworked during the revision stage. Revisions only occured on the feasible plans and attempted to stay within the guidelines presented through the model plan. Failure to revise the plan was perceived as a contributor to greater difficulties at a later date and devalue the worth of the project immeasurably. Through thoughtful revision, the plan was stregthened so that submission to the Boards of Education, both State and county, ended in adoption of the plan.

The final approval by these governing educational bodies has allowed for the initiation of a comprehensive plan for career and vocational guidance placement, follow through and evaluation to become a reality. While the state and local feasible plans were designed to provide relief for those needs, the constant striving towards the attainment of the state model plan was construed to be the ultimate goal. However, by approving and adopting the feasible plan, the State and County Boards of Education had made a commitment to the state model plan from which their version of the feasible local plan evolved. This was the intention of the adapted planning model and by following the steps which have been developed and incorporated within these processes, the success of the project was greatly enhanced.

APPENDIX

PLANNING MODEL RESOURCE MATERIAL

CAREER EDUCATION PLANNING MODEL *



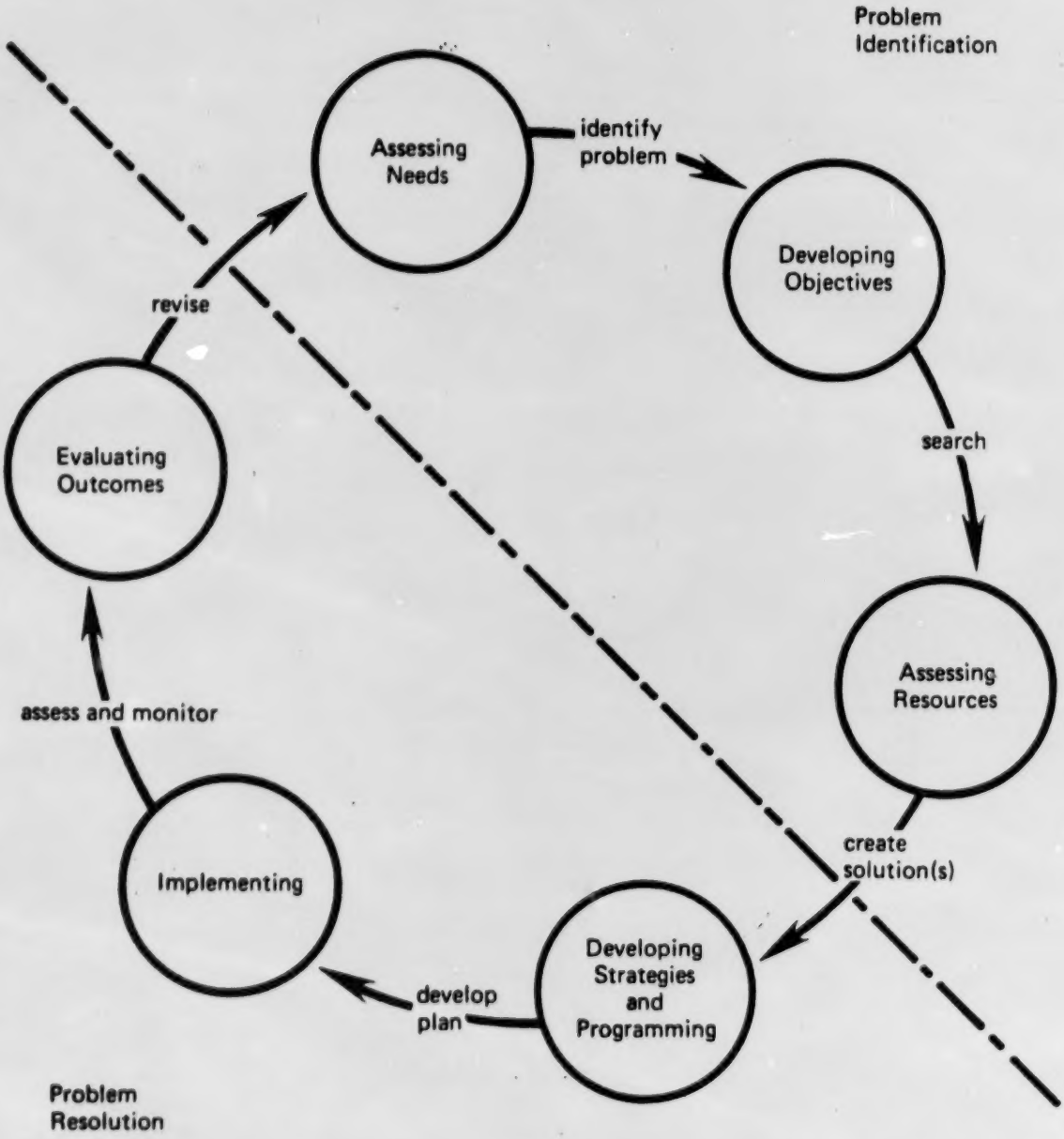
The overall planning diagram applies primarily to long range, comprehensive planning. These components should be considered in any planning activity, but would normally not involve as extensive data-gathering and analysis.

The objectives-plan-evaluation cycle is continuous in any type of planning or operational effort.

* Planning For Career Education Programs: Guidelines for Local Planners. Iowa State Department of Public Instruction, Des Moines, Division of Career Education, September 1974

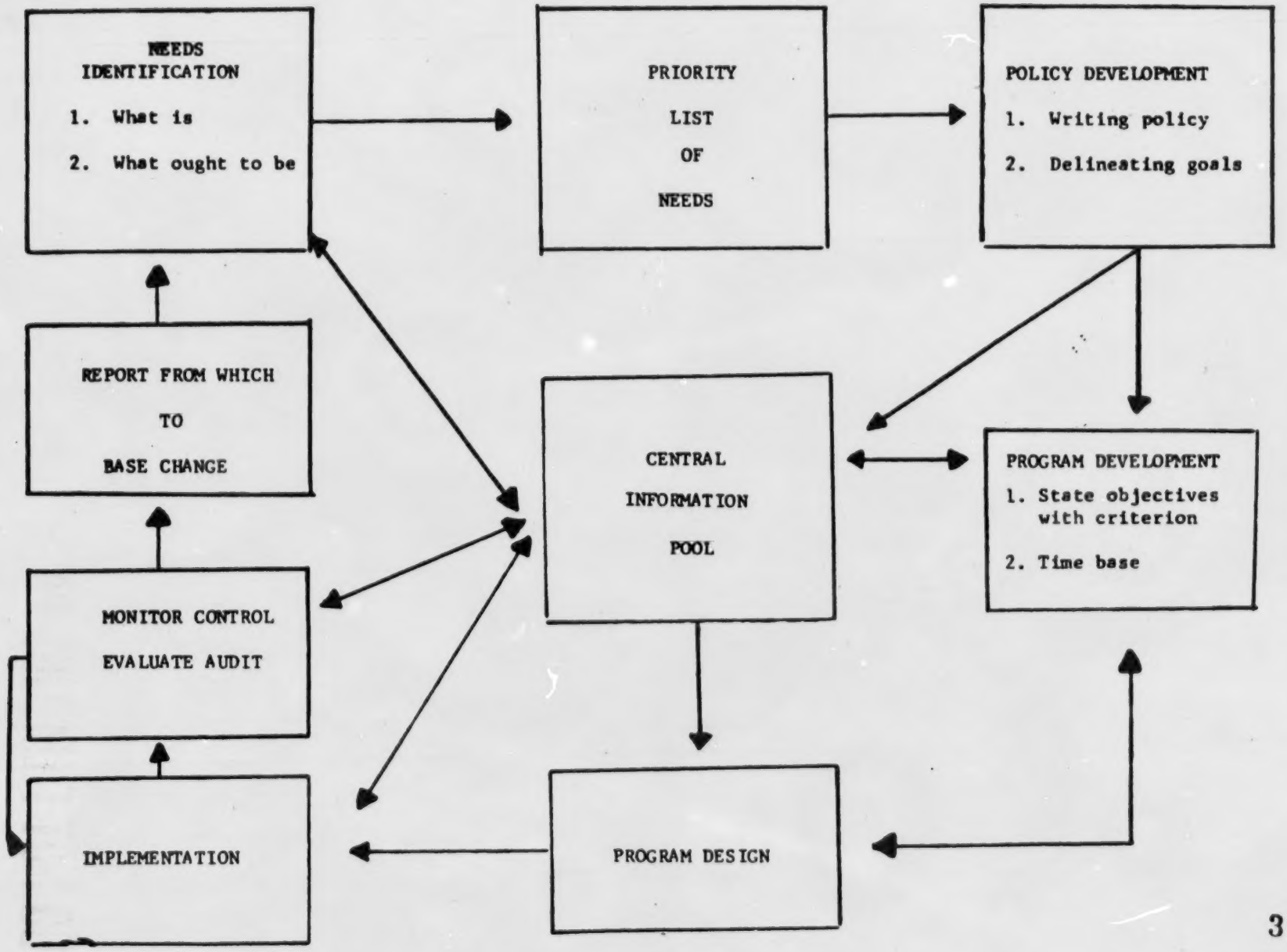
FIGURE 1 *

Planning-Implementation Cycle



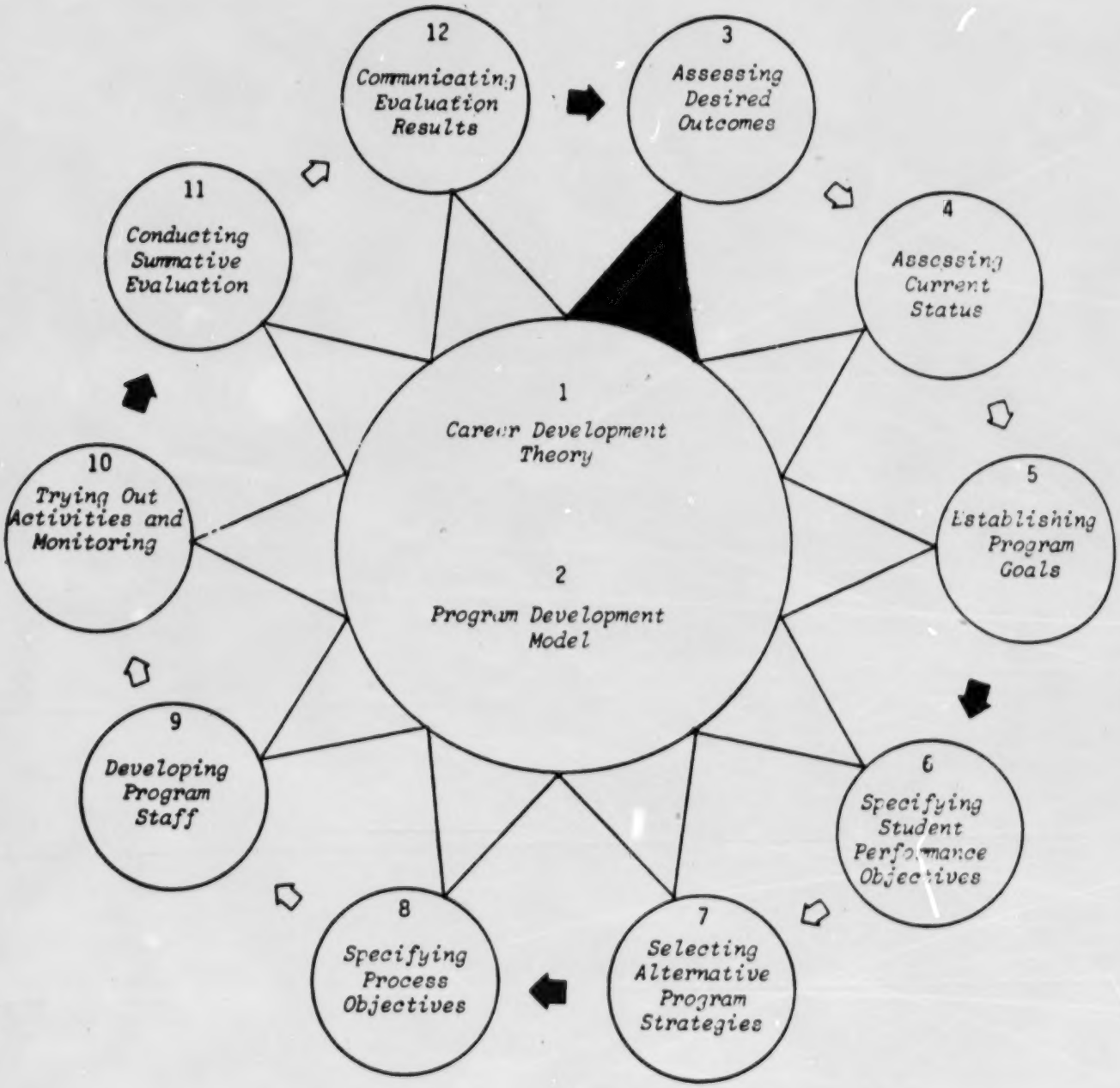
* Dr. Anita Mitchell: American Institute for Research, Palo Alto, California

FIGURE 2
MODEL FOR EDUCATIONAL PLANNING



A Model for Developing

Comprehensive Career Guidance Programs*



* American Institutes for Research; Developing Comprehensive Career Guidance Programs, Palo Alto, California, 1975.